

Memorandum

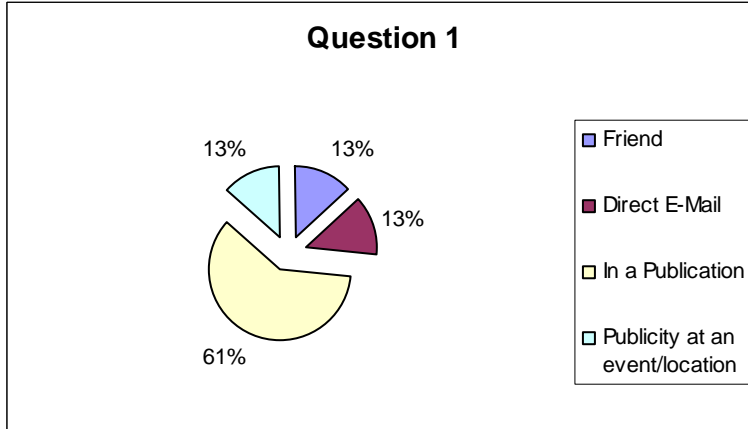
Diversity Office



The Tempe Talks: A Diversity Dialogue Program began on January 25, 2005 with 40 registered participants. The Diversity Office surveyed the participants to measure the success of the program and gather feedback for making improvements. Here is the analysis:

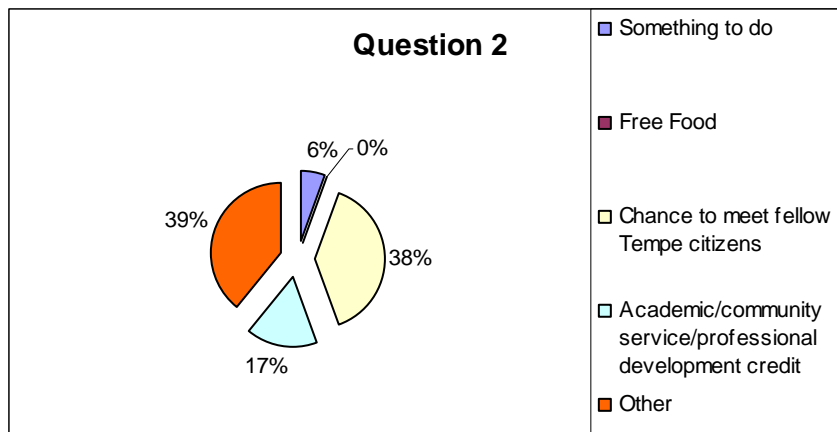
1. How did you hear about Tempe Talks?

There were fourteen responses to this question. Based on those results, the majority of the participants, or 61% of those surveyed, heard about the program in a publication or newspaper. Among the specific publications were: Tempe Opportunities Brochure, The Arizona Republic, or electronically through City of Tempe's website. Word of mouth through friends or acquaintances, direct e-mail or publicity at an event equally captured 13% of the responses.



2. Which MOST interested you in signing up and sticking with the Tempe Talks program?

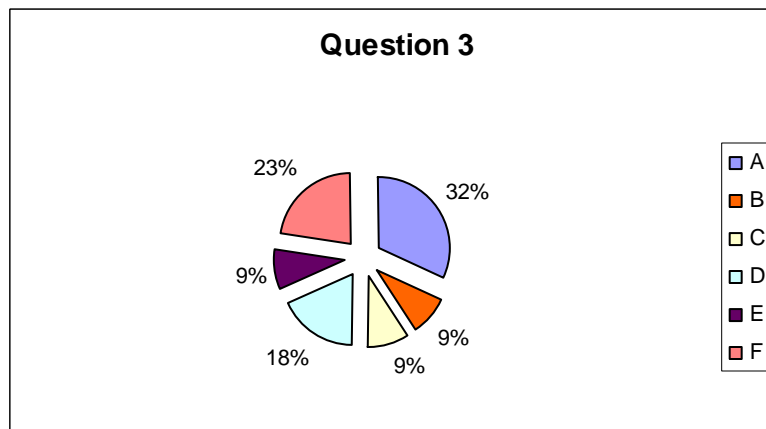
There were 18 responses to this question. Based on the results, the majority, or 39% of those surveyed provided other responses than those listed on the evaluation form. These included: learning for self, a chance to contribute to the community, interested in the diversity topic itself, a topic that needs attend each year and a wish to better understand the community. Thirty-eight percent (38%) felt that what interested them the most in the Tempe Talks program was meeting fellow Tempe citizens, whereas 17% signed up for the program for academic, community service or professional development credit.



3. Briefly describe the three insights that you gained through participation in Tempe Talks.

Since the question asked for three different and specific insights, the responses were counted individually and divided into categories. There were 20 responses to this question. The categories were:

A) Learned to respectfully listen to perspectives and beliefs different from my own; B) The need for tolerance including racial and religious tolerance; C) Greater appreciation of others and their personal experiences with oppression; D) Happily surprised to see so many people interested in learning more about others in the community; and E) Freedom to express your views without fighting or retaliation.. All except five responses fell into one of the above categories. The graph below labels the categories by letter.



Category F, or “Other” captures those responses that were unrelated to any of the above categories. They were:

- ⇒ The opportunity to “bring out” some younger folks. Have them get involved and understand that we can always learn from others.
- ⇒ Some are not open-minded regarding gay/lesbians.
- ⇒ I don’t listen as well as I thought.
- ⇒ The Mexican-American experiences in Tempe.
- ⇒ The Tempe History

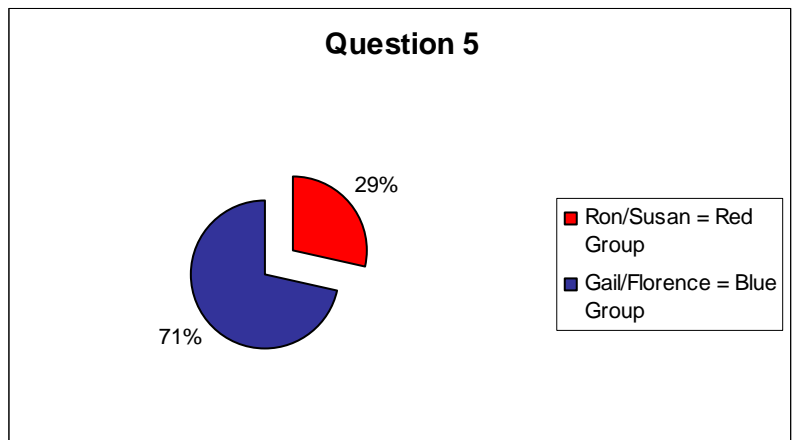
4. In what ways can this learning be applied to your work, school, or community activities?

Responses to this question were:

- ⇒ I try to advocate with this information.
- ⇒ Being aware of the diversity of Tempe.
- ⇒ In every day life we deal with these issues.
- ⇒ I utilize the insights that I have gained by applying them during my various community activities.
- ⇒ Use in my interaction with others.
- ⇒ Get more people involved.
- ⇒ Get interested people to form a group to educate student in school.
- ⇒ Get more organizations involved. Advertise so more people are aware of this program.
- ⇒ Tolerance—don't assume others think like me.
- ⇒ Better understand how I need to change my way of evaluating people.
- ⇒ Practice listening without judging.
- ⇒ Increased sensitivity. More likely to really listen and hear other points of view.
- ⇒ In all ways—listening, respect and trust.

5. Who were your facilitators?

Participants in this program were divided into two groups: red and blue. Each group was assigned two facilitators and began with 16 participants. The graph below reflects the percentage of the surveys completed and returned for each group.



6. What did your facilitators do well? How could they improve?

Since this question asked for two different items, each response was counted individually and divided between what facilitators did well and what they needed to improve upon.

What facilitators did well included:

- ⇒ Ron and Susan tried to get the silent ones to participate.
- ⇒ They were informed.
- ⇒ Gail-great facilitator—kept us on track; great insight.

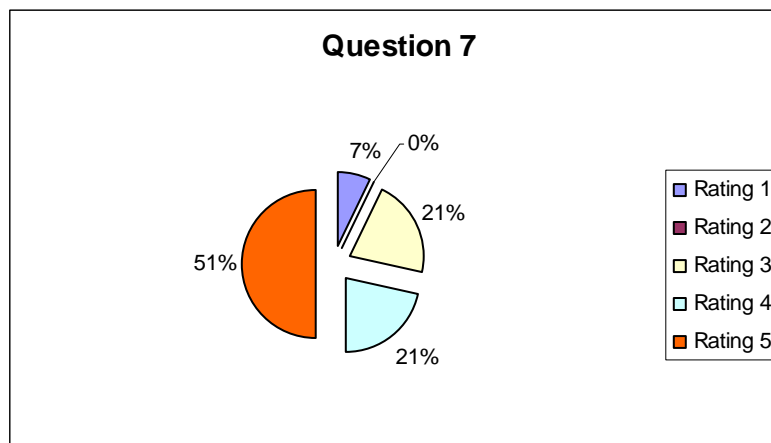
- ⇒ Florence had great wisdom.
- ⇒ Led when needed, allowed for discussion.
- ⇒ Both of them (Gail/Florence) were very encouraging and non-judgmental.
- ⇒ They let the group go its own way both for the bad and good.
- ⇒ Gail made sure everyone had a chance to speak.
- ⇒ Florence added a lot of experience with diversity.
- ⇒ They were excellent! Encouraged everyone's participation.
- ⇒ They provided guidance and insights into conversations.

How could they improve:

- ⇒ Stick to the agenda that was set for each meeting.
- ⇒ Start a subject or a topic, get everyone in the group involved.
- ⇒ Encourage participation, listen, keep discussion on track, and create a safe environment.
- ⇒ They could stop some people from dominating the discussion.
- ⇒ Stop excessive talkers and pull from quiet participants.
- ⇒ They (Ron/Susan) were okay, but seemed to lack the ability to 'draw out' inputs from the group in general.
- ⇒ Florence at times had own agenda.
- ⇒ They (Ron/Susan) were informal. There was no formal structure and the facilitation was left to the participants.

7. On a scale of 1-5, with 5 being the highest, please rate your experience with this program.

There were 14 responses to this question. The graph below reflects the response percentage of each rating.



Fifty-one percent of participants rated their experience with the program at a rating of 5. None rated the program 2. Only one participant rated the program at a rating of 1.

8. In efforts of providing continued quality programming, please list your suggestions for improvement.

Responses to this statement included:

- ⇒ Promote to educators and administrators.

- ⇒ Promote to the international community/ASU.
- ⇒ Advertise in community newspapers; put flyers in ethnic restaurants; contact ethnic/cultural organizations such as the Chinese Cultural Center and the Indo-American cultural center.
- ⇒ More of the same—try to reach others who could benefit from this; those not represented.
- ⇒ Recruit.
- ⇒ Recruit professional that work in an environment in dealing with people.
- ⇒ Encourage participation of educators and clergy.
- ⇒ More training for facilitators in a) what to expect, b) ways of handling ‘it’ c) group dynamics and d) means and methods of dealing with dominating types.
- ⇒ Diverse groups; meeting should roll over Spring, Summer, Fall, and Winter; topics should be specific; zero absences-have to participate in next group
- ⇒ How can this program apply to Tempe and how can we take what we have and share it with others.
- ⇒ Choose topics to discuss at each meeting.
- ⇒ More diverse; i.e. Asian, mixed ‘race’/mixed culture.
- ⇒ Include people with more diverse, less P.C. attitudes, I think this was lacking!!